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ABSTRACT

The document describes the consumer and home economics summer programs for grade 7 and grade 8 girls in two junior high schools. The programs provided opportunities to learn basic sewing and cooking skills, as well as personal improvement such as grooming, hygiene, posture, and modeling. A number of field trips to supplement the class instruction were made. Pretests and posttests were used to evaluate the programs. The tests showed that all of the girls had improved, and the students' own evaluations were very positive. Teachers also felt that the programs were successful and recommended continuation, with more supplies and time allotted for the programs. A 20-page section of the program's instructional materials includes pre- and posttests and other student materials. (MP)

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ED112209

EVALUATION AND REPORT

ON

CONSUMER AND HOMEMAKING PROGRAM

IN DEPRESSED AREAS

Utterback Junior High School
Wakefield Junior High School

June and July, 1972

(VT 102 133)

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Evaluation and Report

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Arizona State Vocational Education Department

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TABLE OF CONTENTS

1. Acknowledgements

2. Summary of Program

   a. Description

   b. Behavioral Objectives

   c. Procedural Objectives

   d. Local Agencies that Contributed

   e. Schedule of Time and Attendance

3. Evaluation

   a. Statistical Analysis

   b. Student Evaluation

   c. Teacher Comments and Recommendations

4. Appendix

ACKNOWLEDGEMENTS

The number of people who have helped to make this program a success are many. I would like to name just a few of the outstanding contributors to our program.

Mrs. Mary Ellen Hardin, Teaching Assistant for the program, was an invaluable person to have assisting me in the program. Mrs. Hardin, the newly hired foods teacher at Utterback Junior High, was able to gain some invaluable experience about cooking from the snack time preparations we had. She related with the students very well and was instrumental in making the program a success. Mrs. Hardin was very responsible and helped greatly in planning for the program.

Special thanks is expressed to Mr. Louis Bazzetta and Mrs. Hazel Coatsworth for their guidance and direction in formulating objectives, learning experiences, and the administration of the program. I would also like to thank Mrs.Betsy Middleton Babich for having developed and conducted a program the previous year which gave us a successful model from which to work.

Great appreciation is expressed to Mr. Elmer Carrier, Principal at Utterback Junior High, for having provided the building and facilities for our summer program. His knowledge and guidance were also sincerely appreciated.

Other persons who were helpful were Neighborhood Youth Corps workers who assisted by maintaining a tidy room and at times helping the students accomplish more tasks. The corps workers were Irma Jean Lewis, Viola Mazon, and Rosa Perez. I would also like to thank the custodial staff, headed by Mr. Frank Leon, for

maintenance of the school and keeping our classroom open and available during the program.

SUMMARY OF THE PROGRAM

The program provided lower income girls entering seventh and eighth grades the opportunity to learn basic sewing skills. By using the sewing machines and commercial patterns the girls developed skills for acquiring a new wardrobe. Social skills were also stressed with highlights on poise, charm, personal appearance and hygiene. The material was taught over a five and a half week period for 3½ hours per day in a clothing construction course using the directed discovery method.

The pupils were involved in making new or remodeling used clothing, pattern selection, cutting, pinning, sewing with electric sewing machines, fitting and pressing. They were also involved in personal improvements, hygiene, grooming, body dynamics and modeling.

BEHAVIORAL OBJECTIVES

1. The students will develop self-confidence, charm and poise through being well-groomed and attaining good body mechanics, as evidenced in a fashion show.

2. The students will develop the ability to use available resources in clothing as shown by their ability to remodel or remake pieces of used clothing.

3. The students will apply knowledge of operating the sewing machine and hand sewing as evidenced by their efficiency of sewing simple garments or remaking used clothing.

4. The students, who are working with new fabrics will develop the ability to grain perfectly their fabric, lay out patterns, recognize markings and symbols as evidenced by their class experiences.

5. The students will value their workmanship as shown by pride they display in wearing their completed or remodeled garments.

PROCEDURAL OBJECTIVES

In this program each student will be considered an individual, with individual learning habits and individual clothing project problems. The students will learn in committee groups, partners, or individually through the use of prepared samples, field trips, guest speakers, and direct teacher guidance.

For additional home sewing experiences and to develop consumer skills, the student will be able to check out portable sewing machines. There will be an opportunity to build self-confidence and self-concept through opportunities of success, personal improvement and the attainment of sewing skills.

LOCAL AGENCIES THAT CONTRIBUTED TO THE PROGRAM

The program for the students was designed to provide ample experiences for growth, and community agencies helped a great deal in providing this. Six field trips were provided for the students to visit different parts of the city. Several guest speakers spoke to the girls at the school. The people we contacted to help in our program were very nice and offered valuable enrichment.

Value Village was the girls first field trip. This was held during the first days of the program. The girls looked around the second hand stores in the area and also at Value Village, but few girls bought many things. Several

girls bought material and patterns but none of the girls bought used clothing to remake. The idea was stressed before the field trip, but none of the girls responded to it.

Grant's Department Store opened their doors to us with the aid of Mr. Dietrich, their store manager. We shopped there for fabric, patterns and notions. The girls enjoyed the field trip and had many of the concepts of pattern selection, sizing, fabric and notions reinforced. They were also given an opportunity to select and purchase their own fabric, an experience which many of them miss because parents generally do this for them.

Bette Markley, from Sears, was a guest speaker at our school. She talked to the girls about posture, manners, cleanliness, and general grooming. The girls enjoyed Mrs. Markley's talk and her excellent presentation of charm and good grooming. The concepts that have been stressed in the home and at school were again reinforced with Mrs. Markley's visit.

Miss Jackson, from the Golden School of Beauty, came to our class and gave a presentation about hair styling and grooming. She brought along a male student to assist her in lecturing. Her student cut Mrs. Hardin's hair when there were no other volunteers for a shag style haircut. Miss Jackson demonstrated a method of temporarily straightening wavy hair by using a hair blower and a comb. The ideas of cleanliness and good grooming were again stressed in Miss Jackson's demonstration.

A field trip was scheduled to Merle Norman's shop in Southgate. They were to discuss cosmetics with the girls, teaching them how to apply makeup and care for their face and body. Upon arriving at the shop they were shorthanded and were unable to talk to the girls. It was a disappointment to the girls

and to us after anticipating the talk. We used the field trip to shop around Southgate Shopping Center and look in the fabric stores.

On a Monday we visited the Home Silk Shop. The trip was very successful. The home economist, Nora Bellman, gave the girls a tour of the store, telling them about the different fabrics, their care and usage. She showed them fabrics for the type of sewing they would be doing. After the tour, the girls looked around and bought sewing supplies. Many of the girls mentioned they wanted their parents to take them back to the shop.

Flaire Parisiene Beauty Salon and Modeling School was another field trip we went on. Miss Marie Sarchis talked to the girls about grooming, posture and modeling. She gave the girls a lot of pointers to help them model and maintain a good posture and appearance. The class enjoyed this experience and practiced the modeling in class in preparation for their fashion show.

Mr. Nesbitt came to our school to speak to the girls on grooming and hair care. He was from Mr. Nesbitt's Beauty Salon. His salon caters to black women. As we learned from our other speakers, black hair care is entirely different from a Caucasian. Mr. Nesbitt styled an Afro wig for the class and talked to them about hair care and styling. It was a very interesting talk and demonstration. Both Mrs. Hardin and I were surprised to see the girls' reaction to this speaker. We had imagined they would react very favorably since the majority of the girls in our class were Black. But their reaction towards the speaker was approximately the same as to the speaker from the Golden School of Beauty. The girls are evidently too young to be genuinely interested in grooming and hair care.

Our final field trip was to the Arizona Sonora Desert Museum. We visited the museum and toured through it as a group. Most of the girls had visited the museum before, but they decided that was where they wanted to go on their last day of class. After the museum we went on a picnic for lunch in a nearby park and then returned to the school for final dismissal.

The field trips were a very important part of our program. They reinforced many of the concepts we had stressed and they introduced the girls to other concepts. They also introduced the girls to other areas in Tucson that they were unfamiliar with. They were very essential in making our progress more of a success.

The fashion show we held was a very successful one. We had fourteen girls modeling and showed twenty-four different styles. The girls made out invitations for the show and gave them to parents, relatives and friends. The girls also prepared programs and their own narrations. We had excellent attendance at the show. Almost every girl had at least one guest present. Part of our students prepared the refreshments, served, and cleaned up afterwards. Although the girls were frightened about modeling, they each did a very good job. Their self-confidence was boosted when they found they were able to model well.

SCHEDULE OF TIME AND ATTENDANCE

The program met Monday through Friday from 8-11:30 a.m. There was one day we extended, upon the class majority, so we could hear Mrs. Bette Markley's presentation. There was a total of 27 days in our program, and they were distributed in the following manner:

4 days - grooming and personal improvement

9 days - field trips and guest speakers

17 days - lab/development of sewing skills and development of cooking skills

The attendance varied from day to day. Three girls went on vacation during the program and one girl moved across town. Our lowest point was during the first week when our recruitments were unsettled. There were only ten girls present. This grew as the word spread about the program and as we telephoned other prospective class members. The highest attendance was 20 students. Our average daily attendance was 17.

EVALUATION

STATISTICAL ANALYSIS

The evaluation devices used were pre and post-tests and written evaluation sheets and check sheets. There was also a final evaluation that dealt with the students' feelings toward the program as a whole and how they felt they prospered from it. The measurements of evaluations used were:

1. Pre and post-tests of grooming and figure analysis
2. Pre and post-tests on sewing skills
3. Self appraisal of learning on grooming during the program
4. Self appraisal of sewing skills acquired during the program:

The scores for the pre and post-test were calculated by a mean and median analysis. The mean score was 20 on the pre-test and 17 on the post-test. The median score was 16 on the pre-test and 13 on the post-test. The range of scores was 8 - 41 on the pre-test and 7 - 33 on the post-test. There was a

marked improvement in the girls who were incoming seventh graders. All the girls improved on the post-test.

STUDENTS EVALUATION

At the end of the course the students were asked to evaluate their experiences during the program. The students' own evaluations of the program were very positive. They all enjoyed the sewing, field trips, and cooking. They had no unfavorable comments about the program and when asked how they would change the program they had no recommendations. When asked what they learned about sewing and cooking, a wide range of ideas were expressed. The girls enjoyed taking the sewing machines home. They all wanted a machine to begin with, but with time they stopped checking them out. I feel some of the problem was due to the weight of the machines and the distance they had to carry them. There were some girls who always asked for a machine because there was none at home or at relatives homes they could borrow. Many of the girls liked the Bernina machines. Some girls mentioned they wanted to buy that type of machine.

The cooking experience the girls received was very beneficial. The experience gave Mrs. Hardin an opportunity to learn more about her future students and gave the students the opportunity to learn about foods. We made something in the kitchen almost every day. Our menus varied from cookies and pastries to corn bread and pancakes. The girls all volunteered for cooking when it was announced in the classroom.

Looking over the program as a whole, and judging from the students'

evaluations, I feel it was very beneficial for our students. It taught them fundamentals of clothing construction and basic cookery. It oriented the incoming students to their new junior high school and it also helped all the girls to develop their self-confidence and a better self-image.

TEACHER COMMENTS AND RECOMMENDATIONS

Recommendations for the summer program are few. The objectives devised for the program were very thorough and a great deal of help in planning our personal objectives. Everything about the program was clearcut and easy to follow. Some recommendations I would make, however, are:

1. Providing supplies for students to work with. For example: thread, material, patterns, cooking supplies and art and craft supplies. The majority of the students are from low income families and the supplies they might receive to work with at school would be an added relief to their families' financial situation.

2. Extending the program half an hour to make it four hours. This extra half hour a day can help the girls finish more projects and work on more self-improvement.

The program as a whole was very successful and the help we received from the community organizations was invaluable. We lacked many incoming seventh graders, but this was due to the lateness we began recruiting incoming seventh graders. We had nine incoming seventh graders in our program who profited a great deal from the class.

The summer program was a rewarding experience for both Mrs. Hardin and myself and the students.

Recommendations for Summer Program by Mary Ellen Hardin, teacher aid. 8/7/72

Since this is a Depressed Area Project, I feel the program should provide supplies and materials for the girls to work with, or at least $5.00 per girl so that she may buy her own materials. This was a big problem for some girls, and I feel the program could have gotten along easier and smoother if this was provided.

Mrs. Coatsworth was very helpful in securing and providing food supplies, and the girls enjoyed cooking very much. If this cooking was written into the program, and if plans were made to provide supplies, it would be much easier for the teachers and very beneficial for the Depressed Area program.

UTTERBACK JUNIOR HIGH SCHOOL
3233 S. Pinal Vista
Tucson, Arizona

June 7, 1972

Dear Parent:

Your daughter has shown interest in our summer school program at Utterback Junior High. She has been selected to participate in the program provided you give your permission.

The clothing program is scheduled to begin June 19 and continue through July 21. It begins at 8 a.m. and ends at 11:30 a.m. There may be an additional week to the program which would make it end July 28.

The program is set up so your daughter would pay her own expenses for material and supplies. The expense of the program should be approximately $5.00. There will be several field trips to different parts of the community during the program. Transportation will be provided for the field trips.

If you are willing to have your daughter participate please sign below and return the form with your daughter tomorrow.

Thank you for your cooperation.

Sincerely yours,

Madeline Noon
Summer School Instructor
Clothing Department

My daughter_____may participate in the summer school program at Utterback Junior High.

_____
Parent's Signature

cc: Elmer Carrier
Principal

Name_____

Good Grooming Pre-test and Post-test

Directions: Place a T after the statement if it is true.

Place a F after the statement if it is false.

1. Your reflection in the mirror will tell you many things your friends would not think of telling you. ___
2. A well groomed girl smells clean, looks clean, and is clean. ___
3. Getting a sunburn will improve your complexion. ___
4. It isn't necessary to clean your face before applying make-up. ___
5. There is nothing you can do to prevent body odor once you get it. ___
6. Even though you may not realize it, people are often looking at your hands. ___
7. Finger nail polish is absolutely necessary for good nail care. ___
8. Cut your toenails straight across to prevent ingrown nails. ___
9. Brushing your hair isn't necessary for it to shine. ___
10. Hair should be shampooed twice a week. ___
11. A safe rule in using make-up is to use no more than looks natural. ___

Name _____

Pre-test on Figure Analysis

Directions: Place an F on the line beside the statement if it is false.

Place a T on the line beside the statement if it is true.

1. To flatter your figure, you should learn to accent the good features and camouflage the faults. ___
2. Light colors will make you look larger. ___
3. Dark colors make you look smaller. ___
4. For the bottom-heavy figure, a dark top and a light bottom will improve appearance. ___
5. Small, overall prints are less enlarging. ___
6. Large, spaced out print patterns are enlarging. ___
7. Vertical and horizontal lines will not enlarge the figure. ___
8. Attract attention at the bosom with addition of detail at the hem. ___
9. Short figures should avoid vertical lines. ___
10. Tall figures should wear horizontal lines. ___

Name _____

Sewing Pre-test and Post-test

Identify the following:

1. _____

2. _____

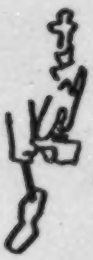
3. _____

_____

4. _____

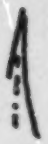
5. _____

6. _____



7. _____

8. _____



9. _____

10. _____

Name_____

Sewing Skills - Pre-test

1. In the below illustration, where do you put your thumb? Where do you put your other fingers? Put a T for thumb and an O for other fingers.

2. _____ Seams should always be pressed open when making a garment.

3. Circle the amount of fabric needed for a Blouse (View A), 45" fabric, without nap, size 7/8.

FABRIC REQUIRED	SIZES				
	5/6	7/8	9/10	11/12	13/14
View A - long sleeves					
35" Without Nap.....	2	2¼	2⅓	2⅓	2 3/4
45" Without Nap.....	1	1⅓	1⅓	1 3/4	2
45" With Nap.....	1⅓	1 3/4	2	2¼	2¼
View B - Short Sleeves					
35" Without Nap.....	1⅓	1⅓	2	2¼	2⅓
35" With Nap.....	1 3/4	2	2¼	2⅓	2 3/4
45" Without Nap.....	1	1¼	1⅓	1 3/4	2
45" With Nap.....	1¼	1⅓	1 3/4	2	2¼

4. _____ A cutting layout is found on the guide sheet and shows the easiest way to lay out your pattern on the material.

5. List the 4 important measurements for selecting your pattern size.

1_____ 2_____

3_____ 4_____

6. _____ The feed dogs, located on the sewing machine, move the fabric while sewing.

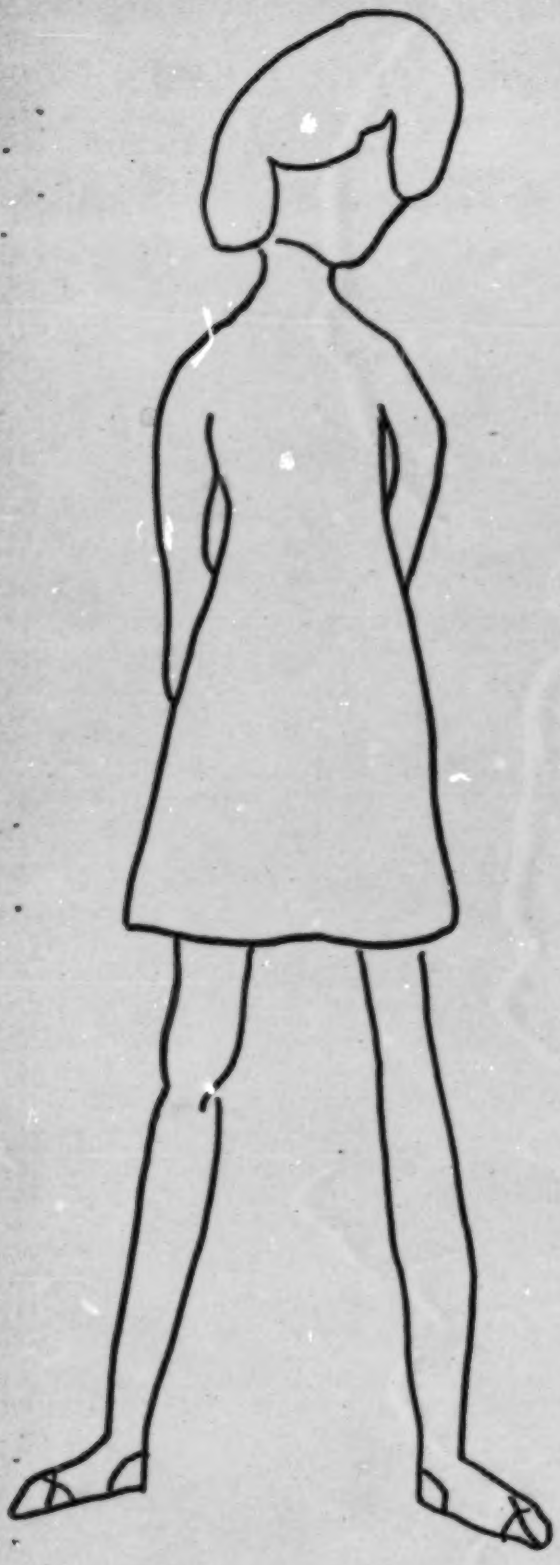
7. The _____ _____ is the lever that regulates the stitch length.

8. _____ Not all sewing machines are alike.

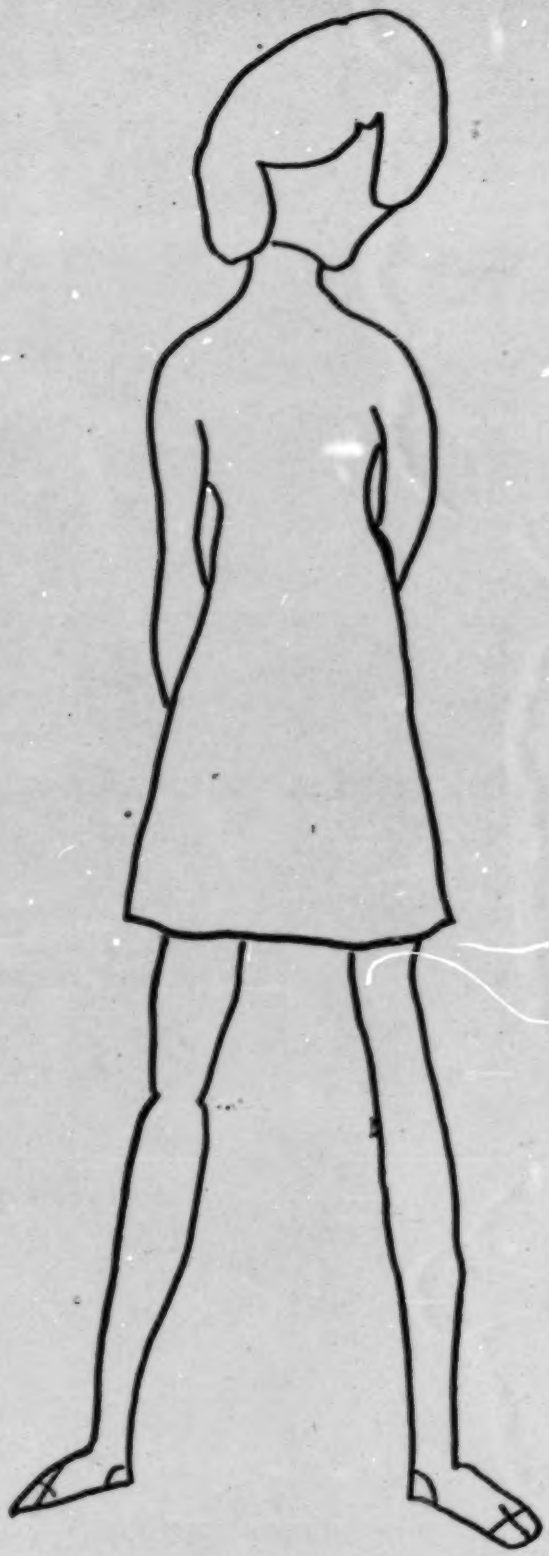
9. All needles are threaded in the same direction. _____

10. _____ It is necessary to lower the presser foot before beginning to sew.

11. Below illustrates the correct way to lay out this pattern. _____



This girl would
like to be fatter.



This girl would
like to be thinner.

Name _____

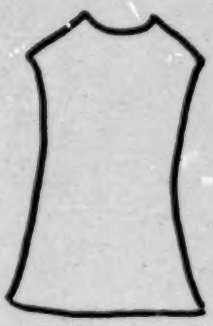
Fill in the blanks with the most appropriate answer.

1. _____lines go up and down.
2. _____lines go across the figure.
3. _____lines are round.
4. _____lines are slanted.

Draw in the lines of design and name them.

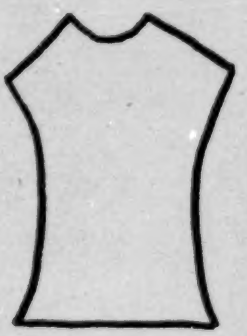
1. These lines make you look shorter and heavier.

_____



2. These lines make you look taller and thinner.

_____



3. These lines make the taller figure appear shorter.

_____

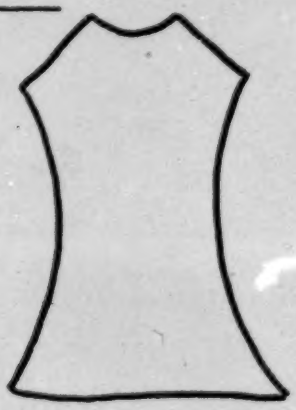


FIGURE ANALYSIS

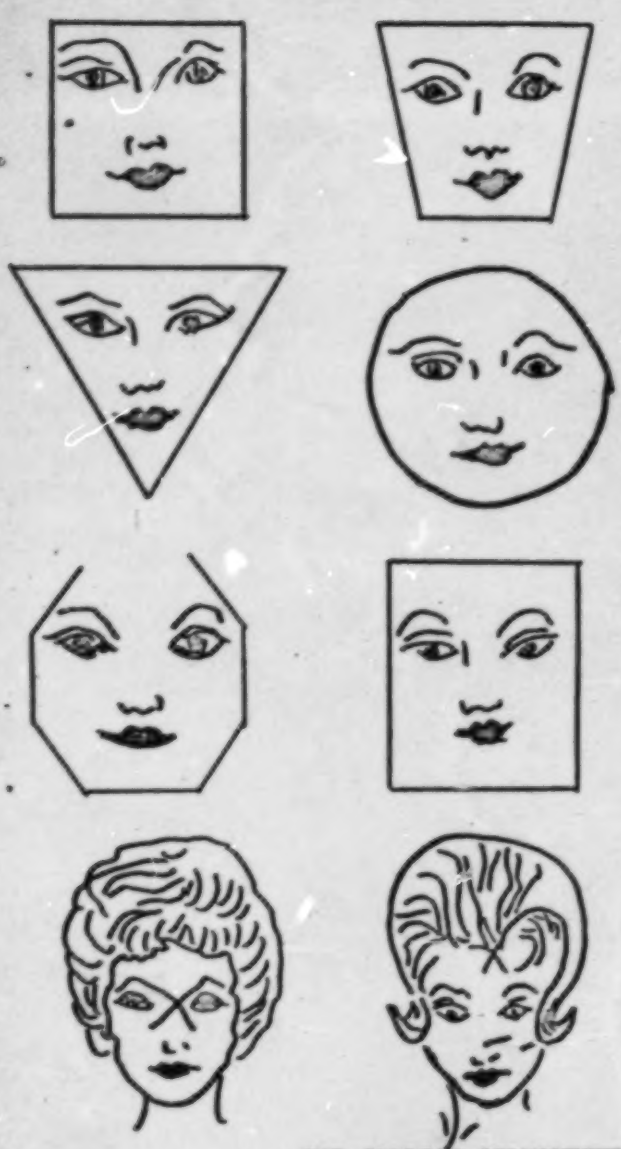
Analyze your figure. Look in the mirror. Is your figure type short plump, short thin, tall plump, tall thin, or average?

My figure type is _____

These lines will help to improve my figure.

I should avoid these lines.

HAIRSTYLING
THE CREATION OF AN OPTICAL ILLUSION



As hairdressers, we know that it is impossible to change anyone's basic features. However, we can create the illusion of beauty using our skill and knowledge.

The first step is the selection of the proper style silhouette. About 80% of your patrons have either a round or square face. Only two percent have an oval shape. Nevertheless, every woman wants to give the illusion that her face is oval since it is the most pleasing geometric form. Notice that an oval contains all the three requisites of beauty--simplicity, continuity of line, and balance.

CREATING THE ILLUSION

The Dual

Framing a round face with a heavy ornate circular hairstyle will cause the eyes to focus directly in the center, thereby giving the illusion of an even rounder face.

By framing a round face with a narrow rectangular hairstyle where there is height at the top edge, the eyes focus higher on the face. You are creating an illusion that is less width, longer, and much more pleasing.

THE CORRECT SILHOUETTE IS THE BASIS FOR YOUR STYLING

It is up to each stylist to use his professional skill and judgement to help create a flattering silhouette for his patron.

1000 CALORIES DIET

INSTRUCTIONS: Follow daily meal plan on left, freely selecting from food groups on right. Follow exactly the portions as indicated for each meal.

BREAKFAST

fruit	½ cup
egg (not fried)	1
bread	½ slice
butter	½ pat
coffee/tea (no cream or sugar)	
sugar-free beverage	

MIDMORNING

Dietene milk-shake serving (either flavor)	1

LUNCH

(Other lunches at right below.)

vegetable salad	½ cup
meat	2 oz.
fruit	½ cup
coffee/tea (no cream or sugar)	
sugar-free beverage	

MIDAFTERNOON

Dietene milk-shake serving (either flavor)	1

The TWO Dietene milk-shakes may be taken between meals, with meals, or at TV time (when hunger prompts).

DINNER

bouillon	½ cup
meat	3 oz.
vegetable	½ cup
lettuce (with lemon wedge)	1/8 head
fruit	½ cup
coffee/tea (no cream or sugar)	
sugar-free beverage	

FOOD GROUPS - FREE SELECTION

FRUITS: fresh, frozen, cooked or canned <u>without</u> sugar. Include one citrus (orange, grapefruit) daily.

Best Choices		Second Choices
blackberries	oranges	apples
cantaloupe	peaches	apricots
gooseberries	pineapple	blueberries
grapefruit	rhubarb	cherries
honeydew melon	strawberries	pears
loganberries	watermelon	raspberries

VEGETABLES: eat leafy green and yellow vegetables daily.

Best Choices		Second Choices
asparagus	lettuce	beets
beet greens	mushrooms	carrots
broccoli	radishes	green peas
brussels sprouts	sauerkraut	kohlrabi
cabbage	spinach	onions
cauliflower	tomato	pumpkin
celery	green beans	rutabagas
cucumbers	endive	Hubbard squash
		turnips

SOUPS: canned only - NOT home made - any brand.

beef noodle	chicken rice	ox tail
chicken gumbo	clam chowder	vegetable
chicken noodle	green pea	vegetable beef

MEATS: all meats should be broiled, baked, or boiled with no added fat. All cuts should be lean regardless of kind.

<u>Beef, Veal and Lamb</u>

roasted - two ¼ inch slices, 2½ inches square, 3 oz.
steak - one piece 1 inch thick, 2 by 4 inches, 3 oz.
stew - 1 cup portion (including vegetables from above list only)

How to prepare Dietene milk-shake for each serving: Pour 1 cup (8 oz.) of skim milk into oversized container or tall glass. Add 3 level measuring tablespoons of Dietene while stirring vigorously, or use shaker. Always pour milk into container first, then add Dietene. Serve cold or hot. (Do NOT boil.)

VERY IMPORTANT: Over half of your daily needs for protein, vitamins, and minerals are provided by the two Dietene milk-shakes. The nutritive value of the diet is destroyed if omitted.

Chicken and Turkey - stew or roast two ¼ inch slices, 3 inches square.

Liver - beef, calf, lamb or pork - 3 oz., quick fried, two ½ inch slices, 3 by 2½ inches.

Fish - may be fresh, frozen or canned - but NOT oil packed. One piece, 3 oz. before cooking.

Seafood - lobster, shrimp, crab, tuna. Boiled, broiled or baked. ½ cup.

For 2 oz. luncheon servings, decrease above amounts by 1/3.

EGG SUBSTITUTES: the following may be substituted for egg at breakfast

2 crisp slices bacon — 1 oz. any meat — 2 tablespoons cottage cheese

ALTERNATE LUNCHES: (Provided especially for those who eat out.)

1. Sandwich made of 2 slices bread (no butter) and 1 oz. serving of meat, fish or cheese
   Celery or carrot sticks or small tomato
   coffee/tea (no cream or sugar)
   sugar-free beverage

2. Canned soup
   3/4 cup soda crackers
   3 celery or carrot sticks or small tomato
   fruit - ½ cup
   coffee/tea (no cream or sugar)
   sugar-free beverage

PROGRESS RECORD -

Name_____ Weight goal_____

Start program - date_____ Weight at start_____

Today's date_____ Weight today_____

Simple Facts About Reducing -

The calories you eat are the fuel your body needs to keep your motor running. None of them is wasted. Your body burns up the calories it needs as energy, and stores up the excess as fat. Therefore, there is only one way to reduce: eat less calories than your body needs and it will burn up body fat to make up the difference. Remember if you eat less calories than your body needs, you cannot fail to lose weight.

This diet limits your intake to 1000 calories daily. Therefore, the average person on this diet will "burn up" between 1400 to 2200 calories of body fat per day, resulting in a weight loss of 2½ to 3 pounds per week, or 10 to 15 pounds per month.

Remember, you can't get rid of body fat by magic and you can't establish the sound eating habits necessary to permanent weight control by starvation or fad-type dieting. In fact, it is dangerous to try. In contrast to such diets, this diet will help you toward permanent weight control by establishing sound eating habits. It is carefully designed to satisfy between-meal hunger, depress meal-time appetite, and to keep you vigorous and healthy while you are reducing.

In the interest of your health and happiness, stick to this diet until your weight goal is achieved!

Name_____

Your diet should consist principally of raw and cooked vegetables, fruits, and lean meats. Drink at least 6 GLASSES OF WATER a day.

DO NOT EAT OR DRINK

candies, cheeses,(except cottage cheese), chocolate in any form, cream in any form, fried foods (potato chips), gravies, ice cream, iodized salt, nuts (peanut butter), pastries, salad dressings, catsup, seafoods, spiced foods, alcohol, carbonated beverages, and malted milks.

EAT SPARINGLY

bread (see below), jam, jelly, macaroni, marmalade, noodles, potatoes (see below), rice, spaghetti, and sugar.

THE FOLLOWING MAY BE EATEN

Beverages: Tea, coffee (without cream), skimmed milk (limited to 2 glasses a day), buttermilk, sweet beverages (not carbonated) in moderation, and fresh fruit juices in moderation.

Bread: Whole wheat, graham bread, preferably toasted, hard rolls, corn or bran muffins.

Cereals: Hot or dry may be eaten with milk (not cream) and a limited amount of sugar, two or three times a week.

Desserts: Fruit (except bananas), raw or cooked or stewed without sugar, jello, sponge cake, raisin cake, graham crackers, plain cookies, plain crackers, angel food cake, sherbert and ices.

Eggs: Poached, soft-boiled or hard-boiled. Not more than two eggs once a day.

Fish: Only fresh water fish. Fish may be baked, boiled, broiled, but NOT fried.

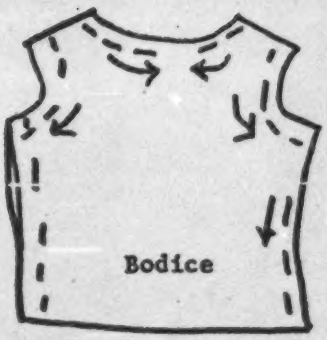
Meats: Veal, lamb, lean beef, chicken and turkey. OMIT corned beef, pork, ham, bacon, sausage, weiners, and chili. Meats may be boiled, broiled, potted, roasted, or stewed but NOT fried.

Soups: Broth or consomme and vegetable soup without cream. Avoid seasoning.

Vegetables: All vegetables, fresh, canned or frozen, cooked or raw. Sweet or plain potatoes cooked, broiled or baked, without butter or margarine.

STAY STITCHING

Sleeve



Bodice

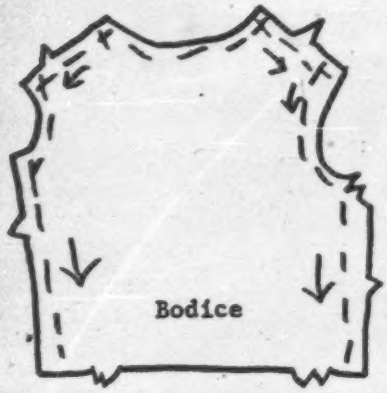
Skirt

Darts

Back stitch at point and be sure to taper at end

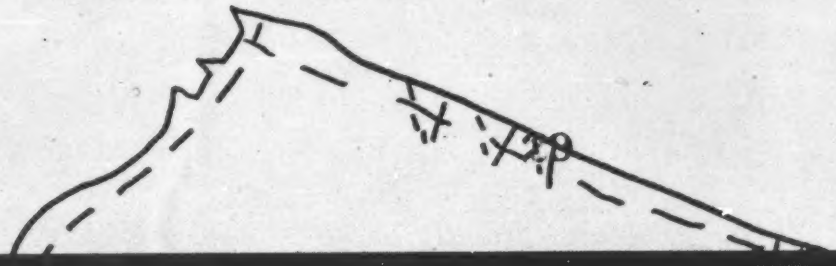
V-Neck

Sewing Seams



Bodice

Skirt



WELCOME TO OUR

SUMMER

FASHION FESTIVAL

Presented by

Utterback Junior High

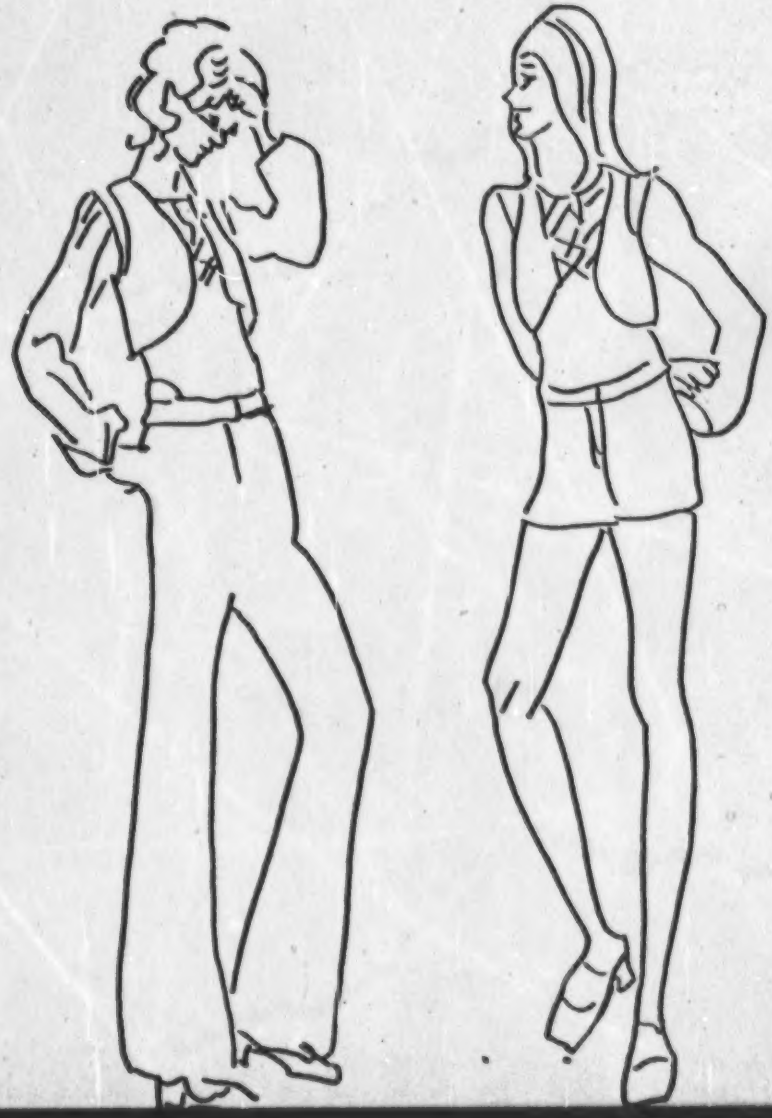
Summer Sewing Class

Models in Order of Appearance

1. Rosa Gallegos
2. Gloria Forman
3. Leticia Hodge
4. Linda Kemp
5. Tammy Smith
6. Cynthia Wilson
8. Cynthia Urbina
9. Rosa Gallegos
10. Robin Hunter
11. Leticia Hodge
12. Jenise Ard
13. Linda Kemp
14. Shiela Skinner
15. Karolyn Murray
16. Tammy Smith
17. Lucia Brown
18. Robin Hunter
19. Gloria Forman
20. Cynthia Wilson
21. Rosa Gallegos
22. Leticia Hodge
23. Sheila Skinner
24. Linda Kemp
25. Rose Marie Mazon
26. Lucia Brown

Butterick

6285
$1.00



31

Name_____

Period_____

TERMS USED IN SEWING

1. Raw Edge - the torn edge or ends of the material.

2. Selvage - the mill finished edge of the material.

3. Crosswise Grain - runs the same direction as the raw edge.

4. Lengthwise Grain - runs the same direction as the raw edge.

5. Bias Fold - A fold along the diagonal line formed when the fabric is folded so that the selvage is parallel to the crosswise threads.

6. Crosswise Fold - A fold in the fabric along the crosswise threads by which each selvage is doubled over on itself.

7. Sewing Notions - the thread, zippers, elastic, buttons, etc. that are needed for construction of the garment.

8. Pattern markings:

   a) Grain Line - Place on straightgrain of fabric so the grain of material is followed.

   b) Fold Line - Place on the fold of the material so the pieces are twice as big as the pattern. DO NOT CUT!!!

   c) Notches - To match seams correctly. Cut away from seam.

   d) Seam Line - Stitch on this line. Stitch 5/8" from the edge.

   e) Dart - A fold in fabric, usually stitched to a point at one end, placed so as to fit the fabric over a rounded surface.

   f) Bodice - The waist portion of the pattern, usually not including the sleeves.

   g) Facing - A piece of fabric used to finish edges of the garment, usually curved edges such as neckline.

9. Fitting Pattern - Pinning pattern together to see if it will fit.

10. Alteration - Change the pattern to fit the body. To subtract, fold down the middle. To add, add to the seams.

11. Pinning pattern pieces on so that pins are always pointing out.

12. Staystitching - Used to prevent fabric from stretching while working on it. Use regular machine stitching about 1/2 inch from edge on one thickness of fabric.

13. Machine Stitching - A permanent stitch using 10-12 stitches per inch.

14. Back stitching - To secure the ends of threads stitch backwards 4 stitches.

15. Machine Basting - A temporary stitching using 6 stitches per inch.

16. Machine Gathering - 6 stitches per inch 3/8 and 5/8 inch from the edge.

17. Thread Basting - A temporary stitch by hand using a single thread.

Name_____

Period_____

CHECK LIST FOR CLOTHING CONSTRUCTION

Check in the student's column when you have finished each construction process. Have your teacher check in her column if the process is done correctly.

	Student	Teacher
1. Write your name on each pattern piece and the pattern envelope.		
2. Trim all pattern pieces along the heavy black line.		
3. Press pattern pieces with a warm iron.		
4. Straighten off-grain material by pulling opposite ends, beginning from the shorter end.		
5. Preshrink material by spraying water on it and ironing it dry. Iron material following lengthwise grain.		
6. Pin pattern pieces together (plus darts) back to front. Pin together at side and shoulder seams. Try on your pattern to find necessary alternations.		
7. Make all necessary alterations on the pattern pieces.		
8. Circle, in pencil, the recommended layout for your pattern view on your guide sheet.		
9. Lay out material and pin on pattern pieces according to your guide sheet instructions.		
10. Measure your pattern pieces to be sure they are on the straight grain of material.		
11. Have your teacher check pattern layout <u>before cutting</u>.		
12. Cut out your material and pattern following grainline.		
13. Mark darts and connecting dots before removing pattern pieces.		
14. Mark notches by pinning a small piece of paper with the notch number on it, or put masking tape with the number on each notch.		
15. To begin sewing follow directions, Step-by-Step from your guide sheet.		

16. Check, when beginning to sew, that machine is stitching perfectly.

17. Check your progress regularly with your teacher.

18. Steps in sewing should be similar to this:

    a) Staystitching

    b) Darts

    c) Back seam and zipper

    d) Try on garment with side seams pinned to be sure it fits

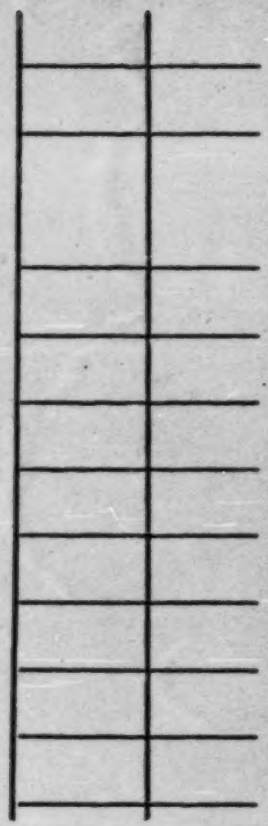
    e) Sew side seams

    f) Finish all seam edges

    g) Hemline

    h) Hand finishing touches

    i) Pressing as you progress on your garment



FINAL EVALUATION FOR SUMMER CLOTHING PROGRAM

What do you think? After the main title, list two or more things you feel you learned during the summer clothing class.

1. Sewing

2. Cooking

3. Good grooming (for example: hair care, ete make-up, posture)

4. Sewing Machines

5. What did you enjoy most of all in summer clothing?

6. If you could change things you didn't like, what would you change?

Evaluation and Report

on

Consumer and Homemaking Program

in Depressed Areas

Wakefield Junior High School Program

June and July, 1972

Connie Hanson

Home Economics Teacher

Tucson Public Schools

In Cooperation With

Arizona State Vocational Education Department

Mrs. Clio S. Reinwald ---------- State Supervisor of Home Economics

Mrs. Barbara A. Border -- Assistant State Supervisor of Home Economics

ACKNOWLEDGEMENTS

During the six weeks time of the workshop, there were many people who contributed their time and knowledge to making the workshop a success.

Mrs. Virginia Gabriel, teacher assistant for the workshop, was so very important to both me and the students. Her knowledge, skills, and original ideas contributed immensely to the success of the workshop. Mrs. Gabriel had great rapport with the students and assisted them in accomplishing our goals.

Special appreciation is expressed to Mrs. Hazel Coatsworth for her guidance in helping set up the workshop. She assisted by collecting and delivering supplies for our workshop and,with Mr. Bazzetta, handled the mechanics of the project.

Special thanks to Mr. Louis Bazzetta and Mrs. Barbara Border for their guidance and direction in formulating objectives, learning experiences, and the administration of the program.

Deepest gratitude is expressed to Mr. Frank Ott, Principal of Wakefield Junior High School, for providing the building and equipment needed for the workshop. His knowledge and suggestions contributed greatly. Special thanks to him for giving me the opportunity to teach this program.

I also wish to thank the custodial staff for their constantly keeping the room clean, opening doors, and setting up special equipment. Without them, we wouldn't have been able to function as we did.

SUMMARY OF THE PROGRAM

Description

The program provided incoming 7th grade girls (from low income families) with basic and increased knowledge of the sewing machine, construction techniques, social skills: charm, poise, personal grooming and hygiene, and making effective use of available resources. This was accomplished in six weeks, during daily three and one-half hour sessions.

The students were involved in demonstrations of personal hygiene and grooming, body mechanics, and modeling. They selected and remodeled used clothing; cutting, pinning, sewing with electric machines, and pressing. A fashion show at the end displayed their new abilities. Many opportunities were provided for the students to prepare their own snacks.

Behavioral Objectives

1. The student will develop self confidence, charm and poise through being well groomed, and attaining good body mechanics, as evidenced in a fashion show.
2. The student will develop the ability to use available resources in clothing as shown by their ability to remodel or remake pieces of used clothing.
3. The student will know how to operate the sewing machine as shown by efficiency of sewing simple garments or remaking used clothing.
4. The students will apply knowledge of operating the sewing machine and hand sewing as evidenced by their efficiency of sewing simple garments or remaking used clothing.

5. The students, who are working with new fabrics, will develop the ability to lay-out patterns, recognize markings and symbols, cut out fabric as evidenced by their class experiences.
6. The students will value their workmanship as shown by pride that they display in wearing their completed or remodeled garments.

Procedural Objectives

In this program each student was considered an individual, with individual learning habits, and individual clothing project problems. The students learned in committee groups, partners, or individually, through the use of prepared samples, field trips, guest speakers, and direct teacher guidance.

Local Agencies that Contributed to the Workshop

One of the main purposes of the workshop was to give the students a variety of experiences possible in the six weeks time. The community of Tucson was very helpful in providing opportunities for the students in the workshop.

Mrs. Pat Elledge, cosmetologist, spent some time with the students discussing the proper use of makeup and how to apply it properly. She did a makeup demonstration using one of the students and emphasized the importance of cleanliness and diet needed for a healthy complexion. During her visit she answered individual questions the students had. Her lecture and demonstration was very beneficial and interesting to all the students.

Mrs. Mary Ijams, director of the Golden Beauty School, contributed

greatly to the students' knowledge of hair care. She had one of her instructors, Mrs. Johnson, talk to the students on correct hair styles for face shape, care of hair, brushing, washing, setting, and all round information on cleanliness. One of the students at the school selected a volunteer and gave her a new hair style.

Mrs. Roberts, instructor at Tucson Beauty College, gave the girls an increased knowledge of personal care. She emphasized nail care, skin care, and those things that are important for young junior high school girls to know.

Our last field trip to a beauty school was to Chez Josef Beauty College. Their instructor, Mrs. Rhel, had one of her students give a talk. Her discussion was in the form of question and answer. It turned out to be a review of all the things that the students had learned on previous field trips and from guest speakers. The girls were given plenty of time to walk around the school and observe what was going on. The students at the school were eager to answer any of the questions the girls had.

Mrs. Marie Sarkiss, director of Flair Parisienne School of Modeling, spent an entire morning illustrating grace and poise. The girls were very inspired by her French accent. She was able to get every student involved in the skills of walking, correct posture, and modeling. She also discussed personality development, etiquette, and personal care. Mrs. Sarkiss' great sense of humor kept the students' interest at all times.

The Goodwill Industries were very helpful in allowing the students to shop and select various items at their store. The students brought any amount they could afford under one dollar. The students, with the guidance of the instructor, selected clothes that were able to be remade or remodeled. Some selected items

that did not need to be remodeled. This experience helped the students become aware of the resources available to them and gave them shopping experience within a budget.

Sewing pretest - 56% average. Posttest 74%.

Grooming pretest - 55%. Posttest - 75%.

Sewing +27 possible

# correct	POST		PRE
	26-1	entire column	21-1
	25-2		20-2
	24-2		19-1
	23-2		16-3
	22-1		15-2
	21-2		14-3
	20-1		13-2
	17-1		12-2
	16-2		11-1
	13-1		8-1

Grooming +31 possible

# correct	POST	PRE
	30-1	25-1
	29-1	24-1
	28-1	23-1
	27-1	21-1
	26-2	18-2
	25-3	17-2
	23-1	16-1
	22-1	15-4
	21-1	14-1
	19-1	13-1
	17-1	12-1
	13-1	11-1
		8-1

Schedule of Time and Attendance

The workshop met Monday through Friday, 8:00 to 11:30 a.m. On two occasions we met at a later time, once for our July 4 picnic at Randolph Park and the other for our swimming party on the last day of the workshop. There were a total of 29 workshop days and they were utilized in the following manner:

5 days - grooming and personal care in the school setting
9 days - field trips and guest speakers
15 days - development of sewing skills, crafts, and preparing snacks

The attendance varied from day to day, reaching its lowest point during the fifth week. The average daily attendance was 18.

EVALUATION

Statistical Analysis

The students' growth was measured by two evaluation devices--a pre-test and post-test on grooming and sewing skills. These two measurements were directed toward the cognitive domain.

Student Evaluations

At the conclusion of the workshop the students were asked to evaluate their experiences. The negative points that came up most often were: not enough sewing days, desired more snack preparation lessons, the dislike of taking tests. The most favored aspect of the program was the fun they had in planning and presenting a fashion show. Many of the students stated that everything was fun and had no complaints.

Teacher Comments and Recommendations

I was surprised and pleased with the rate of attendance we had during the workshop. I expected attendance to drop as time passed, but, by providing a variety of enjoyable experiences for the students, the attendance stayed close to twenty. The biggest reason for the drop in attendance was the fact that many of the students went on vacations.

Various other activities took place during the workshop other than those

previously planned for the program. Some of the additions to the program were the mid-morning snacks. Hardly a day went by that the girls didn't have something to prepare for snack-time. Some were almost a meal! The groceries we had were provided mostly by the instructors and the students themselves. Another addition was the volleyball and softball equipment made available to us. The girls had a choice of these two activities usually after snack-time. One addition to the program that the students particularly enjoyed was craft time. Supplies were provided for the students to make sand candles, weave yarn belts, and thread mobiles. All these additions gave the students a variety of activities to get involved in and kept interest in the program high.

One of the biggest joys for me during the workshop was the fashion show. It clearly showed to me and to the parents what the girls had done and what they were very capable of doing. The fashion show also gave me an opportunity to meet and talk with the parents. The fashion show was a big success!

The following is a list of recommendations for future programs similar to this one.

1. Set the date for the workshop to begin at least one week after the regular school year ends.
2. Plan as many and as varied field trips as possible.
3. Incorporate as many aspects of homemaking as possible into the workshop.
4. Continue to hold the workshop during the morning.
5. Continue to keep the program open to incoming 7th graders only.

In conclusion, I would like to express my deepest appreciation for the opportunity given to me to teach this workshop. It has been a most enjoyable and rewarding six weeks. I feel that I have greatly benefitted from this program as well as the students. One of the greatest benefits it has given me is to get to know the students I will have in the fall school year and this will be most helpful to me as a new teacher here. This workshop has given me an experience which I will long remember.

Connie Hansen